It is the student's responsibility to initiate timely 'progress conversations' throughout the duration of their 70 hour placement. These updates will allow the student to review their plans, actions and contribution to the placement and gather examples of their skills competence on an ongoing basis, whilst the supervisor can advise on areas for further development.

It is the supervisor's responsibility to oversee the work of the student whilst on placement to help maximise opportunities for the student to utilise and develop the key skills required within the module. See Placement Supervisor Handbook for details of role.

**Instructions for Completion**

1. The student should provide a (200 word maximum) summary statement for each skill area with examples of how they feel they have demonstrated high levels of competence throughout their 70 hour placement (with reference to the graduate skills framework).
2. The student and supervisor should then discuss this evidence at a final review meeting, before the supervisor ticks the box that they feel best demonstrates the student's competence level; based on the student's statement and the overall performance the supervisor has observed.
3. The supervisor should only use the descriptors provided on which to base their verification and tick 1 statement (e.g. it does not require a personal interpretation of 'very good' or 'excellent', but asks which descriptor best matches the student's performance and evidence statement).
4. The supervisor should then complete the ‘Student Impact’ section and provide their signature before returning the document to the student.
5. Newcastle University Careers Service will award a mark for the evaluation based on ticks against the skills criteria and impact sections (which forms 30% of the overall module mark) in accordance with normal University procedures.
### Evidence of skills (to be completed by student):
**Planning and Organisation**

I planned, organised and delivered a short activity with a small group of students surrounding healthy eating. To do this I worked with my supervisor to set goals surrounding lesson objectives and timescale. We agreed I had 4 weeks to prepare an activity in which the students learned about the different food groups and a balanced diet.

I created a SMART action plan for this task, and discussed this with my supervisor both before I began and during catch-ups, to review my progress.

As well as deliver an activity I felt it was important to produce something physical, that the students could take away, and could potentially be used as a teaching resource in the future. After observing some of the classes, I also learned that the students responded well to games and fun learning activities. Considering this, I decided to develop my healthy eating lesson into a game. Using the resources available, I was able to create my game ahead of schedule and demonstrate to my supervisor for feedback, before delivering the activity to the students. I really enjoyed this activity and I think the students did as well.

### Validation of Competence (to be completed by supervisor):
**Planning and Organisation**

<table>
<thead>
<tr>
<th>Tick</th>
<th>Validation of Competence (to be completed by supervisor): Planning and Organisation</th>
</tr>
</thead>
</table>
| ✓ | **Excellent**  
Exceeded personal and placement goals e.g. delivered results early or took on additional actions successfully. Demonstrated professional practice. |
| | **Very Good**  
Planned and carried out focussed actions (e.g. SMART) for personally challenging goals and regularly reflected upon/updated supervisor on progress. |
| | **Good**  
Set and communicated personal goals/actions and managed time and resource to improve performance and contribute to placement goals. |
| | **Weak**  
Set personal goals that were not achievable in relation to placement policy and practice or own apparent skills. Inconsistent time and resource management. |
| | **Unsatisfactory**  
Did not set personal goals, frequently did not follow instructions. Poor time and resource management. |

### Suggested improvements for student to take forward (to be completed by the supervisor)

You did exceptionally well planning and organising the healthy eating activity with the class. Deciding to develop the activity into a game means we can do it again in the future, which is really helpful to us as going forward. Completing the task ahead of schedule, also meant I was able to review and suggest any changes before delivering the activity to the students. Also, any criticism I provided was taken very professionally. Well done Jane – Keep it up!
### Evidence of skills (to be completed by student):

**Communication**

Throughout my placement I attempted to adapt my communication for different audiences. I thought this was really important, given the primary school setting and the range of audiences I needed to communicate with (ages 5-11, work colleague, potentially parents).

To adapt my communication style, I made sure to simplify my language with the kids, being direct but also friendly. I also found it helpful to kneel down whilst they were working at their desks, to communicate on their level.

I also made a special effort to go to the staff room during breaks, if there was no preparation work to do in the classroom. I am quite a shy person, so this was quite a challenge for me, however I’m really proud of myself for doing it. I engaged in group conversations and actually feel I built somewhat of a rapport with the different teachers and teaching assistants.

### Validation of Competence (to be completed by supervisor):

**Communication**

- **Excellent**
  Consistently evaluated and selected from a range of methods to communicate with different audiences, for different purposes. Demonstrated professional practice.

- **Very Good**
  Used range of appropriate communication methods, met the needs of different audiences, actively listened to others. Regularly conversed with staff and others effectively.

- **Good**
  Produced accurate and coherent messages that met the needs of the audience, encouraged dialogue with others.

- **Weak**
  Provided inaccurate or confusing messages, failed to meet needs of the audience. Some instances of not communicating enough with staff.

- **Unsatisfactory**
  Frequently not engaging in appropriate communication, not listening. Consistently failed to keep in touch throughout placement.

### Suggested improvements for student to take forward (to be completed by the supervisor)

Jane, you always presented your self professionally and communicated well with both staff and students. In a catch up you brought up that you felt quite shy with other colleagues, so we decided to regularly go to the staff room where I introduced you to different members of the team. I believe this really improved your confidence and by the end of your placement you were able to converse with colleagues quite openly, without my introductions or support. In future, I think you would find it useful to seek out introductions with work colleagues as well as members of management, earlier into a role – either in person or via email. But I think that comes with confidence, which you are certainly developing.
### Evidence of skills (to be completed by student): Team work

Early into my placement I met with John to discuss my role as a teaching assistant, and what was expected of me in this role. Initially I was to observe classes, particularly focussing on the dynamics between John and the students, as well as between the kids themselves. Once I was confident with the communication style, I was mainly to go round the students and make sure that they understood assignments when working independently. I also began to help and listen to students reading, one on one.

I always listened to John, and tried to help with any additional tasks he asked me to complete, to help to achieve teaching and learning goals. For example, John would ask me to collect teaching materials from the copy room or to check some homework assignments were completed by the kids. I was always happy to help, and made sure that completed tasks with promptly and in a pleasant manner.

<table>
<thead>
<tr>
<th>Tick</th>
<th>Validation of Competence (to be completed by supervisor): Team work</th>
</tr>
</thead>
</table>
| ✓    | Excellent
|      | Performed a variety of team roles, made a substantial contribution to achieving team goals. Demonstrated professional practice. |
|      | Very Good
|      | Regularly consulted with colleagues and other stakeholders, developed and adapted own role within the team, made an important contribution to achieving team goals. |
|      | Good
|      | Agreed role and responsibilities with supervisor and colleagues, formed working relationships across teams, contributed to achieving team goals. |
|      | Weak
|      | Did not build and maintain working relationships, made limited contribution to achieving team goals. |
|      | Unsatisfactory
|      | Frequently opted out of team working activities, acted in ways that adversely affected the team, such as increasing workload for others. |

### Suggested improvements for student to take forward (to be completed by the supervisor)

You were always happy to assist with additional tasks and I knew that if I were struggling, I could ask you for help and that you never moan or complain. However, I think that sometimes you could seek out opportunities to help, rather than wait to be asked. Showing this initiative, you may have had more opportunities to gain some extra responsibilities, as well as helping to make a more substantial contribution to achieving team goals.
<table>
<thead>
<tr>
<th>Evidence of skills (to be completed by student): Problem Solving</th>
<th>Tick</th>
<th>Validation of Competence (to be completed by supervisor): Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>I demonstrated problem-solving when helping students who were ‘stuck’ become ‘unstuck’. I listened to any problems they were having understanding or completing the tasks. Sometimes I was able to re-explain the task, in a different way that the student understood. But other times it was more difficult. In cases like this, or if there were multiple students who were struggling, I’d discuss this with John who would readdress the class.</td>
<td></td>
<td>Excellent Proactively generated, evaluated and presented/implemented innovative ideas that improved own performance and work processes. Demonstrated professional practice.</td>
</tr>
<tr>
<td>In addition, during my placement we held a reading event with parents, where parent-volunteers came in to listen to students reading – aiming to have each student read a book every day for 3 weeks. When observing some pairs, I noticed they were struggling. Watching carefully, I concluded that the parents were assuming the child they were reading with would be at the same reading level as their own child. I discussed this John and we discussed different ways to solve this. I suggested that I explain our reading levels to the parents, prior to their session, and clarify what level the upcoming student is – for example, next you will be reading with Tommy who is level Blue. I also created a resource to remind the parents of the different levels.</td>
<td>✓</td>
<td>Very Good Proactively identified problems and/or opportunities relevant to role, used problem solving techniques to generate ideas, selected and implemented appropriate actions.</td>
</tr>
<tr>
<td>***** Suggested improvements for student to take forward (to be completed by the supervisor) *****</td>
<td></td>
<td>Good Responded to problems and/or opportunities, generated and shared solutions to some problems/opportunities for themselves or their team.</td>
</tr>
<tr>
<td>In the example above, you demonstrated excellent problem-solving, identifying a problem and generating an idea and action to help solve the problem. What's more, the resource you created will definitely be used in the future. Similarly, we will make sure to replicate the information ‘handover’ that you developed. To improve, I would recommend that you try and problem-solve more consistently – proactively seeking out opportunities to improve. If possible, I’d also suggest evaluating the impact of changes. In this example, you could have observed some readings after explaining the reading levels, to see how successful the handover was and if you could make any further improvements.</td>
<td></td>
<td>Weak Did not respond to or identify problems/opportunities relevant to role, did not generate ideas to solve problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unsatisfactory Did not actively seek opportunities, did not anticipate problems and/or avoided challenges.</td>
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</tbody>
</table>
### Student's impact upon the placement (to be completed by the supervisor)
Please tick any statement that applies and add N/A to those not applicable so that all boxes have an entry.

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
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<tbody>
<tr>
<td>The student has gone above and beyond expectations</td>
<td>N/A</td>
</tr>
<tr>
<td>The student performed on par with permanent staff</td>
<td>✓</td>
</tr>
<tr>
<td>The student has exceeded agreed goals e.g. delivered results early or used fewer resources than anticipated</td>
<td>✓</td>
</tr>
<tr>
<td>The student has informed/contributed to improved practice of the organisation/others</td>
<td>✓</td>
</tr>
<tr>
<td>The student has enabled results to be achieved/resources produced/projects delivered that would otherwise not have been realised</td>
<td>✓</td>
</tr>
<tr>
<td>The student’s contribution has led to increased confidence/ability/productivity/engagement in others (e.g. learners/staff/customers/clients)</td>
<td>✓</td>
</tr>
<tr>
<td>The student has enabled others (e.g. learners/staff/general public) to achieve notably higher results/progression</td>
<td>N/A</td>
</tr>
<tr>
<td>The student’s actions have resulted in increased revenue/productivity for the organisation</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Signed by Placement supervisor: John Adams  
Date: 20.04.2018

Signed by student: Jane Smith  
Date: 20.04.2018

It is the student's responsibility to submit this form via Blackboard once it has been completed by both parties. Students should see the Essential Documents section on Blackboard for details of deadlines and submissions.

If you are a placement supervisor with any queries regarding this process please contact us via: csmodules@ncl.ac.uk